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A Proposal to Lessen World Hunger

Language

Including:

Introducing the Culminating Task
Brainstorming
Introduction to Research
World Hunger Research
How to Present Information
Culminating Task/Celebration

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A Unit for Grade 5

Written by:

Andrea Fahey-McGillen, Angela Douglas, Mike Arsenault

Length of Unit: approximately: 14.3 hours

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A Proposal to Lessen World Hunger

Language A Unit for Grade 5

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Catholic Curriculum Cooperative (CCC)
Eastern Ontario Catholic Curriculum Cooperative (EOCCC)
Northern Ontario Catholic Curriculum Cooperative (NOCCC)

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A Unit for Grade 5
Written by:

Andrea Fahey-McGillen, Angela Douglas, Mike Arsenault (Project Leader)

Algonquin Lakeshore Catholic District School Board

Based on a unit by:
Andrea Fahey-McGillen, Angela Douglas, Mike Arsenault (Project Leader)

Algonquin Lakeshore Catholic District School Board

This unit was written using the Curriculum Unit Planner, 1999-2001, which was developed in the province of Ontario by the Ministry of Education. The Planner provides electronic templates and resources to develop and share units to help implement the Ontario curriculum. This unit reflects the views of the developers of the unit and is not necessarily those of the Ministry of Education. Permission is given to reproduce this unit for any non-profit educational purpose. Teachers are encouraged to copy, edit, and adapt this unit for educational purposes. Any reference in this unit to particular commercial resources, learning materials, equipment, or technology does not reflect any official endorsements by the Ministry of Education, school boards, or associations that supported the production of this unit.

Task Context

Students are involved in many activities throughout this unit involving oral and visual communication. They learn how to conduct research. Students learn how to give an oral presentation with visual aids (optional). They have the opportunity to create a proposal which could help alleviate world hunger. The proposal should be for local implementation and possibly global implementation.
Please note: Teachers must contact any agency or organization well in advance of the unit if they expect correspondence/support to complement the unit.

The "Children Against Hunger" organization is looking for children to help others fight hunger around the world. Students are needed to create different types of proposals addressing this issue that could be used around the world. The proposals are created by kids for kids. Proposals should include a research report.

In preparation for this task, students work through a series of subtasks involving research and presentations.

The unit provides students with opportunities to grow in achieving the Catholic Graduate Expectations throughout the unit.

Catholic Graduate Expectations
CGE Overall - Catholic Graduate Expectation - An Effective Communicator: Speaks, writes and listens honestly and sensitively, responding critically in light of gospel values.
CGE 2b - Catholic Graduate Expectation - An Effective Communicator: Reads, understands and uses written materials effectively.
CGE 3b - Catholic Graduate Expectation - A Reflective and Creative Thinker: Creates, adapts, evaluates new ideas in light of the common good.
CGE 4c - Catholic Graduate Expectation - A Self-Directed, Responsible, Lifelong Learner: Takes initiative and demonstrates Christian leadership.

Task Summary

A Proposal to Lessen World Hunger addresses expectations in the strand of Oral and Visual Communication, as well as expectations from the Reading and Writing strands. Students are also working toward achieving some of the Catholic Graduate Expectations. They work collaboratively and independently on many different activities. Ensure that students have the opportunity to demonstrate the Catholic Graduate Expectations throughout the unit.

Students work as a whole group, in small groups, and individually through a variety of subtasks in preparation for the culminating task. Students begin the unit by brainstorming different ways children could help fight hunger throughout the world. They have the opportunity to try an informal presentation with their small group. Students are introduced to the culminating task and work through the following subtasks: Introduction to Research, Research, How to Present Information, and Proposal Writing.

Students use the new skills and knowledge they learn in these subtasks to complete the culminating task. In the final task for this unit, students design a proposal to help fight hunger. The proposal responds to a request for help from the "Children Against Hunger" organization. Their proposal is based on their understanding of their own research of the main causes for world hunger. Students present their research findings to the class. They may use a type of media work (e.g., video, computer, poster, camera) as part of their presentation. Students are involved in the creation of a rubric for their culminating task. Students conclude the unit with a prayer celebration. The proposal presentations are made to an appropriate school community member and the proposals themselves are displayed around the classroom.

Students are assessed throughout the unit in the following ways: observation, self-assessment, classroom

presentation, performance task, and essay. Various recording devices are used, such as: checklists, rubrics, anecdotal records, and rating scales.

Culminating Task Assessment

Students learn to write a proposal. The proposal is based on a plan to help alleviate world hunger. The plan should be able to be implemented in a local setting (classroom/school) with the possibility of a global implementation. The plan is to be created by children, for children. The proposal and its accompanying report on research findings may be presented, in written form, to an appropriate school community member (teacher, administrator, school council member) for feedback.

Catholic Graduate Expectations
CGE 5b - Catholic Graduate Expectation - A Collaborative Contributor: Thinks critically about the meaning and purpose of work.
CGE 5g - Catholic Graduate Expectation - A Collaborative Contributor: Achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others.
CGE 3b - Catholic Graduate Expectation - A Reflective and Creative Thinker: Creates, adapts, evaluates new ideas in light of the common good.

Links to Prior Knowledge

From previous grades, it is expected that students have a basic understanding of the following Language concepts:

- speaking on a variety of topics in classroom discussions using some specialized language;
- using appropriate volume, tone, gesture, and other non-verbal cues when speaking or making a presentation;
- researching information using libraries, Internet, etc.;
- creating simple media works;
- making jot notes and turning these into paragraphs;
- revising and editing written work.

Considerations

Notes to Teacher

This Elementary Curriculum Unit has been written by a team of teachers for use by other teachers. It represents the approach they took to help students achieve the knowledge and skills described in the curriculum expectations. It is expected that teachers delivering the unit will use their professional judgement in tailoring the teaching/learning to meet the needs and interests of their students and their communities. Teachers may choose to use all or part of the unit, use additional or different resources, develop additional subtasks, and/or use these units as a stimulus to develop their own units.

The times provided by the writers for the unit and each subtask are only approximations. Teachers should adjust the task times in consideration of the needs and interests of their students and the organization of program in their school.

Each unit subtask contains strategies for teaching/learning and assessment, as well as assessment recording devices. Teachers may wish to adjust strategies based on their particular situations. Where strategies are changed, corresponding changes must be made to assessment recording devices.

Some activities in the unit may require written communication with parents and guardians to provide information, receive permission or request assistance. Teachers must follow school and board policies and

procedures when communicating with parents and guardians.

Sensitivity to Students
Teachers need to be sensitive to the feelings of students in their classroom with respect to the issue of hunger. There may be students in the classroom who are living in an environment where they do not have enough food on a daily basis. These students would be acutely aware of the hunger issue at a personal level and so may find it difficult to generalize the problem to the human population. Other students may question why they are researching world hunger when they are aware that hunger may be a local problem. The teacher must make appropriate accommodations to ensure that all students and their feelings are respected throughout the unit.

Disclosure
Teachers should be sensitive to the personal nature of the experience and support students in dealing with disclosure and discussion of sensitive issues in the classroom context.

Social Justice Issues
The Grade 5 Religion program, *May We Be One* (Units 6 and 7) provides information on social justice issues for children. Teachers may find this resource useful throughout the unit if students are having difficulty understanding social justice.

Adaptations
Adaptations include adjustments for exceptional pupils, students with special education needs, and/or ESL/ELD students. Teachers should consult students' Individual Educational Plans (IEP) for specific directions on required accommodations and/or modifications. Use the Teacher Companion (see Ontario Curriculum Unit Planner) to browse, copy, or bookmark Special Education and ESL/ELD strategies.

- Students should be paired utilizing student strengths throughout many of the activities.

A Proposal to Lessen World Hunger

Language A Unit for Grade 5

1 Introducing the Culminating Task

Students begin by discussing the concept/issue of world hunger and how they feel about the suffering that lack of food causes. Students listen actively and critically, learning in light of gospel values throughout this subtask. Students are introduced to their culminating task through a memo from the "Children Against Hunger" organization. Students review the rubric/checklist for the culminating task, working with the teacher to make any changes required by their class.

Catholic Graduate Expectations
CGE 2a - Catholic Graduate Expectation - An Effective Communicator: Listens actively and critically to understand and learn in light of gospel values.
CGE 5b - Catholic Graduate Expectation - A Collaborative Contributor: Thinks critically about the meaning and purpose of work.

2 Brainstorming

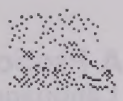
Using the activities in this subtask, the teacher determines students' previous knowledge of and skill level in oral and visual communication. The teacher and students continue to discuss the issue of world hunger. In small groups, students generate ways in which they might "make a difference" in providing possible solutions to this issue. Students record their ideas on chart paper. The groups are told, ahead of time, that they are going to present their ideas to the rest of the class. Each member of the group should have a part in the presentation. Groups complete a peer assessment as a method of offering feedback. During the student brainstorming activity, the teacher observes students' participation (anecdotal record), keeping the Catholic Graduate Expectations in mind while observing.

Catholic Graduate Expectations
CGE 4f - Catholic Graduate Expectation - A Self-Directed, Responsible, Lifelong Learner: Applies effective communication, decision-making, problem-solving, time and resource management skills.
CGE 5a - Catholic Graduate Expectation - A Collaborative Contributor: Works effectively as an interdependent team member.

3 Introduction to Research

In order to complete the research component of their proposals, students need to learn/review relevant research skills. In this subtask, students learn how to find information that they need for their proposal to lessen world hunger. They, with teacher and librarian direction, look at the different sources in the school library that they can use to find information and learn how to cite various references appropriately.

Catholic Graduate Expectations
CGE 2b - Catholic Graduate Expectation - An Effective Communicator: Reads, understands and uses written materials effectively.
CGE 4b - Catholic Graduate Expectation - A Self-Directed, Responsible, Lifelong Learner: Demonstrates flexibility and adaptability.



4 World Hunger Research

Students use the skills they learned in Subtask 3 to begin their own research report. As self-directed, responsible, lifelong learners, students are asked to choose one of the causes or reasons for worldwide hunger and research that cause. Students refer to one of the articles that provides the main reasons for world hunger (see unit resource list) and research and write a report about that cause. They use this information in the culminating activity to support their proposal.

Catholic Graduate Expectations
CGE Overall - Catholic Graduate Expectation - An effective communicator who speaks, writes and listens honestly and sensitively, responding critically in light of gospel values.
CGE 2b - Catholic Graduate Expectation - An Effective Communicator: Reads, understands and uses written materials effectively.
CGE 4c - Catholic Graduate Expectation - A Self-Directed, Responsible, Lifelong Learner: Takes initiative and demonstrates Christian leadership.

5 How to Present Information

Students learn how to create and deliver short effective oral and visual presentations. Students present the information from their research clearly and honestly with sensitivity to others.

Catholic Graduate Expectations
CGE 3b - Catholic Graduate Expectation - A Reflective and Creative Thinker: Creates, adapts, evaluates new ideas in light of the common good.
CGE 3c - Catholic Graduate Expectation - A Reflective and Creative Thinker: Thinks reflectively and creatively to evaluate situations and solve problems.

6 Culminating Task/Celebration

Students learn to write a proposal. The proposal is based on a plan to help alleviate world hunger. The plan should be able to be implemented in a local setting (classroom/school) with the possibility of a global implementation. The plan is to be created by children, for children. The proposal and its accompanying report on research findings may be presented, in written form, to an appropriate school community member (teacher, administrator, school council member) for feedback.

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CGE 5g - Catholic Graduate Expectation - A Collaborative Contributor: Achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others.
CGE 3b - Catholic Graduate Expectation - A Reflective and Creative Thinker: Creates, adapts, evaluates new ideas in light of the common good.

Description

Students begin by discussing the concept/issue of world hunger and how they feel about the suffering that lack of food causes. Students listen actively and critically, learning in light of gospel values throughout this subtask. Students are introduced to their culminating task through a memo from the "Children Against Hunger" organization. Students review the rubric/checklist for the culminating task, working with the teacher to make any changes required by their class.

Catholic Graduate Expectations
CGE 2a - Catholic Graduate Expectation - An Effective Communicator: Listens actively and critically to understand and learn in light of gospel values.
CGE 5b - Catholic Graduate Expectation - A Collaborative Contributor: Thinks critically about the meaning and purpose of work.

Expectations

5e31 A – make judgements and draw conclusions about the content in written materials, using evidence from the materials;

5e25 A • explain their interpretation of a written work, supporting it with evidence from the work and from their own knowledge and experience;

Groupings

Students Working As A Whole Class
Students Working Individually

Teaching / Learning Strategies

Discussion
Response Journal

Assessment

The teacher reads or listens to journal responses and provides feedback to students. The teacher should be looking to see if the students have understood the main idea of the article and expressed themselves clearly, including necessary and supporting details. Make anecdotal notes of observations. Note those students who need help in understanding the requirements of the assignment and plan appropriate adaptations.

Assessment Strategies

Observation

Assessment Recording Devices

Anecdotal Record

Teaching / Learning

Teachers need to be aware of the diversity in their classroom and make accommodations for students from various cultures, religious backgrounds, or socio-economic backgrounds who may have difficulty discussing certain topics, such as world hunger.

1. The word *hunger* is introduced. The teacher and students discuss what it means and feels like to not have enough/any food. Teacher sensitivity is needed as some students may respond from personal experience.

2. The teacher and students, together, read one of the articles about world hunger referenced in the

resources section.

3. The teacher and students discuss the concept of world hunger. The teacher leads a discussion about possible causes of world hunger and makes jot notes reflecting students' comments.

4. The teacher gives students another article which outlines the main reasons for world hunger (selected from those listed in unit resources). Students read the articles in pairs and respond, in their journals, to a set of reflection questions (BLM 1.1).

5. The teacher and class discuss the students' responses. The responses (students' findings, feelings, and suggestions) are collated on a large chart (chart paper, overhead, board) which is a replica of the response questions.

6. The teacher announces that a memo from the "Children Against Hunger" organization (BLM 1.2) has been sent to their classroom. The organization is looking for students to come up with a proposal that will help children around the world have enough to eat. The organization feels that children of all ages are able to make a difference to help each other in need. The proposal should be set in a local setting (the classroom, the school) and be adaptable to a global setting (city, province, country). Students have an opportunity to present their proposal to an appropriate person or group within the school community. At the end of the unit, the proposals are going to be sent to the "Children Against Hunger" organization.

7. The teacher, at this point, presents a model to students about what a proposal looks like. A mock scenario such as writing a proposal to the principal that addresses the issue of equitable time on the playscape for both primary and junior students is developed with the students as a group. The teacher may want to use the graphic organizer (BLM 1.3) to guide students through the steps involved in creating the proposal.

8. If the teacher is going to use a rubric/checklist for the assessment of the culminating task, the teacher shares it with the students and encourages the students to contribute.

Adaptations

Resources

BLM 1.1 Reflection Questions	BLM_1.1_JournalQuestions_S.cwk
BLM 1.2 Memo from Children Against Hunger (sample)	BLM_1.2_AgainstHungerMemo.cwk
BLM 1.3 Children Against Hunger Organization	BLM_1.3_AgnstHungerOrgnizer.cwk

Notes to Teacher

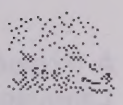
The teachers should be sensitive to students and parents who may be concerned with dealing with the issue of world hunger.

Post the Reflection Questions from BLM 1.1 on a chart or the board.

Encourage students to ask as many questions as necessary about the assignment. Some may need to verbalize the various requirements.

Teacher Reflections

Brainstorming



Subtask 2

60 mins

Description

Using the activities in this subtask, the teacher determines students' previous knowledge of and skill level in oral and visual communication. The teacher and students continue to discuss the issue of world hunger. In small groups, students generate ways in which they might "make a difference" in providing possible solutions to this issue. Students record their ideas on chart paper. The groups are told, ahead of time, that they are going to present their ideas to the rest of the class. Each member of the group should have a part in the presentation. Groups complete a peer assessment as a method of offering feedback. During the student brainstorming activity, the teacher observes students' participation (anecdotal record), keeping the Catholic Graduate Expectations in mind while observing.

Catholic Graduate Expectations
CGE 4f - Catholic Graduate Expectation - A Self-Directed, Responsible, Lifelong Learner: Applies effective communication, decision-making, problem-solving, time and resource management skills.
CGE 5a - Catholic Graduate Expectation - A Collaborative Contributor: Works effectively as an interdependent team member.

Expectations

5e27 A • understand the vocabulary and language structures appropriate for this grade level;
5e49 A • contribute and work constructively in groups;
5e50 A • demonstrate the ability to concentrate by identifying main points and staying on topic;
5e45 A • communicate information, explain a variety of ideas and procedures, and follow the teacher's instructions;

Groupings

Students Working In Small Groups
Students Working As A Whole Class

Teaching / Learning Strategies

Brainstorming
Oral Presentation

Assessment

The teacher uses BLM 2.3 as a basis to assess students' presentation and group work skills. Students use BLM 2.2 to offer feedback on their classmates' presentation skills (Delivery Technique, Organization and Content, Comments). An example is:
- uses tone of voice, gestures and other non-verbal cues to help clarify meaning when describing events, telling stories, reading aloud, making presentations, stating opinions, etc.

The teacher should note if students are able to think reflectively and creatively when creating or planning their presentations and observe how well they manage their time and communicate with each other when they work together.

Assessment Strategies

Observation
Classroom Presentation

Assessment Recording Devices

Checklist

Teaching / Learning

1. The teacher revisits the topic by reading one of the articles about world hunger referenced in the resource section. The teacher and students discuss the enormity of the issue and if there are ways in which they could make a difference by providing possible plans to address the issue. The teacher reminds students that, according to the proposal criteria, these plans should be ones that students could implement and also be adapted to global settings. The teacher may want to make use of BLM 1.3.

2. The teacher divides students into small groups and challenges them to brainstorm different ways children (such as themselves) could help solve the problem of hunger throughout the world. In their groups, students try to think of several things that they can do to help fight world hunger. Each group is responsible for creating a visual for their plan and orally presenting it to the class. The visual could be a mind map (an outline with words, symbols, and pictures) outlining a plan to fight hunger.

3. Before the group work, the teacher and students review BLM 2.1 which contains tips for their presentations. The teacher should have a reproduction of the Presentation Tips on chart paper, overhead, or the board for future reference.

4. While students brainstorm and prepare for their short presentations, the teacher circulates about the room observing student participation and offering suggestions and feedback to individual groups.

5. Before students' oral presentations, the teacher and students review oral presentation skills (facial expression, vocal expression, eye contact, bodily action, and gestures, etc.).

6. Student groups present to the class while the teacher observes and assesses the performance of individual students (BLM 2.3). This could also be an opportunity for students to offer feedback (Delivery Technique, Organization and Content, Comments) to their classmates by using BLM 2.2 Peer Assessment.

7. During the presentations, a student volunteer records the suggestions made by the various groups. These suggestions should be recorded on chart paper and displayed in the room for future reference.

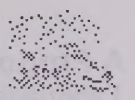
Adaptations

In addition to consulting the student's IEP, adaptations may include but are not limited to the following suggestions.

- Students could be paired with another student who would be willing to act as a peer buddy.
- Structure the small groups so there is a balance of strengths.

Resources

BLM 2.1 Tips for Presentations	BLM_2.1_PresentationTips.cwk
BLM 2.2 Peer Assessment	BLM_2.2_PeerRatingScale.cwk
BLM 2.3 Checklist	BLM_2.3_Checklist.cwk
Causes of World Hunger	
Feeding Minds, Fighting Hunger	
Hunger Notes	
Introduction to Hunger	



Notes to Teacher

Provide folders for students to keep the work from this unit together.

Teacher Reflections

A Proposal to Lessen World Hunger

Language A Unit for Grade 5

Description

In order to complete the research component of their proposals, students need to learn/review relevant research skills. In this subtask, students learn how to find information that they need for their proposal to lessen world hunger. They, with teacher and librarian direction, look at the different sources in the school library that they can use to find information and learn how to cite various references appropriately.

Catholic Graduate Expectations
CGE 2b - Catholic Graduate Expectation - An Effective Communicator: Reads, understands and uses written materials effectively.
CGE 4b - Catholic Graduate Expectation - A Self-Directed, Responsible, Lifelong Learner: Demonstrates flexibility and adaptability.

Expectations

5e22 A • read a variety of fiction and non-fiction materials (e.g., novels, short stories, biographies, editorials) for different purposes;

5e26 A • decide on a specific purpose for reading, and select the material that they need from a variety of appropriate sources;

Groupings

Students Working As A Whole Class

Teaching / Learning Strategies

Guided Exploration

Assessment

Observe how competently individual students access the various resources. If necessary, work with small groups to reinforce the learning.

Assessment Strategies

Observation

Assessment Recording Devices

Anecdotal Record

Teaching / Learning

The teacher and school librarian plan a series of mini-lessons which assist students in finding and recording information available in the various areas of the library. The lessons may take several days to complete. A floor plan of the library and a recording sheet for outlining important research tips should be available to each student.

1. Explain to students that the purpose of the research component of the proposal is to give information that the writer has learned. This information takes the form of a report. The sources of the information for the report could be books, encyclopaedias, magazines, library databases, interviews, and/or the Internet.

2. The teacher and students visit the library (prescheduled). The teacher and students observe their floor plans of the library and locate the magazine section. Students record the resource (magazines) on the map and with the teacher's guidance explore how information for some research can be found in magazines. Then, the teacher teaches/reviews the correct method of citing information taken from a magazine article (BLM 3.1). The teacher and students explore several examples of how to record a magazine article, as a work cited, to reinforce this skill. The teacher records key information (title, author, publication date, publisher, and place of publication) on chart paper. Similarly, the teacher and students note that magazine titles must be underlined and capitalized correctly. Students record the research tip on their recording sheet.

3. The teacher and students move to the reference section of the library and repeat the process of exploration and recording of the location of the resource and research tips. The information in an encyclopaedia is in alphabetical order by volumes. There is usually a separate volume for each letter in the alphabet. Using several

examples, the teacher demonstrates how to match subjects with the correct volume and how to use the index. The teacher and students review the correct way to record the information from the encyclopaedia as a work cited. The use of the guide words at the top of each page is explained and demonstrated. The teacher may compare the format to that of a dictionary. The teacher records the research tip on chart paper and the students are given BLM 3.2 and BLM 3.3 for reference.

4. The teacher or school librarian demonstrates to students the way to use the school library's catalogue files or database to locate fiction and non-fiction materials. The fiction books, which are books with stories that are made up, could be books about adventures, romances, and any other ideas authors can imagine. The teacher demonstrates how the fiction books are arranged on the shelves in alphabetical order by the author's last name. The teacher and students could play a game where, together, they search for several books to test the system. Then, the teacher and students discuss how to find non-fiction materials. This activity will depend on the library system used in their particular school. The teacher and students explore how they might use the system to find information on the topic of world hunger. The teacher reviews the correct way to cite any books used as references (BLM 3.4 and BLM 3.5).

5. If computers are available, have students use search engines to find information. Teachers must follow the rules established for Internet use in the library and school. Teachers should monitor students carefully to ensure that the sites are appropriate. Review with students the correct way to record a website as a work cited. It should be noted that information gleaned from the Internet is the most current information (BLM 3.6).

6. When the teacher and students return to their classroom, they should review the location of the various resources and the correct methods of referencing materials used in a report. The teacher places the charts in a prominent place in the classroom for future student use. Students place the library maps and recording sheets in their folders.

Adaptations

In addition to consulting the student's IEP, adaptations may include but are not limited to the following suggestions.

- Teachers may need to accommodate students with special needs in this subtask by having someone scribe or read the information aloud to them.
- Provide a blank map of the library showing all sections.

Resources

BLM 3.1 Titles - Magazines	BLM_3.1_MagazineResearch.cwk
BLM 3.2 Using the Encyclopaedia	BLM_3.2_UseEncyclopedia.cwk
BLM 3.3 Using Guide Words	BLM_3.3_GuideWords.cwk
BLM 3.4 Fiction Books	BLM_3.4_FictionBooks.cwk
BLM 3.5 Dewey Books	BLM_3.5_DeweyDecimal.cwk
BLM 3.6 Internet Research	BLM_3.6_InternetResearch.cwk

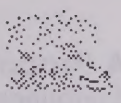
Notes to Teacher

If your students are familiar with using the various resources, use this as a review.

Teachers may want to use the BLMs to reinforce certain research skills.

Work with the school librarian to ensure materials are available on the topic and that students have the necessary skills.

Teacher Reflections



Description

Students use the skills they learned in Subtask 3 to begin their own research report. As self-directed, responsible, lifelong learners, students are asked to choose one of the causes or reasons for worldwide hunger and research that cause. Students refer to one of the articles that provides the main reasons for world hunger (see unit resource list) and research and write a report about that cause. They use this information in the culminating activity to support their proposal.

Catholic Graduate Expectations
CGE Overall - Catholic Graduate Expectation - An effective communicator who speaks, writes and listens honestly and sensitively, responding critically in light of gospel values.
CGE 2b - Catholic Graduate Expectation - An Effective Communicator: Reads, understands and uses written materials effectively.
CGE 4c - Catholic Graduate Expectation - A Self-Directed, Responsible, Lifelong Learner: Takes initiative and demonstrates Christian leadership.

Expectations

5e2 A • use writing for various purposes and in a range of contexts, including school work (e.g., to summarize information from materials they have read, to reflect on their thoughts, feelings, and imaginings);

5e22 A • read a variety of fiction and non-fiction materials (e.g., novels, short stories, biographies, editorials) for different purposes;

5e26 A • decide on a specific purpose for reading, and select the material that they need from a variety of appropriate sources;

5e1 • communicate ideas and information for a variety of purposes (e.g., to present and support a viewpoint) and to specific audiences (e.g., write a letter to a newspaper stating and justifying their position on an issue in the news);

Groupings

Students Working Individually

Teaching / Learning Strategies

Research Process
Writing Process
Report

Assessment

As students complete each of the BLMs for this subtask, use a checklist to indicate that each student has demonstrated the the ability to navigate through each information source.

As students complete their mini research project, the teacher uses a teacher-generated rating scale provided to give students formative assessment on their written reports.

The teacher assesses whether students used the skills to find information, taught previously in the subtask, and if they were able to organize that information to explain how the invention contributes to the common good.

Assessment Strategies

Assessment Recording Devices

Checklist

Teaching / Learning

1. Using BLM 4.2, review with students the four stages of research.

2. Students select a topic for research based on one of the leading causes of world hunger. Students should be given several large blocks of time to complete the research. Have the students use the research organizer, BLM 4.3, to organize their chosen topic into four sub-topics. Once the students have completed the organizer and the teacher has approved it, they are ready to begin researching their topic.

3. Have students use an organizer to record information that they find while researching. Stress the importance of using point form to record information, as opposed to copying down whole sentences or paragraphs.

4. The teacher and school librarian (if available) must monitor student progress throughout this task and provide guidance and support as needed. For some classes, this could be a partner activity which would provide peer encouragement, assistance, and support.

5. Once students have completed their research, they are ready to write the first draft of the report. The teacher must review report writing skills using several exemplary reports. The expectations for the report must be shared with students and they should be given an opportunity to offer input into the expectations. These expectations should be prominently displayed in the classroom. An example of an expectation is: notes taken need to be rewritten in full sentences and organized into paragraphs. Peer editing could be used to assist students in this work (BLM 4.1).

6. Students submit their edited and 'published' report paper to the teacher.

Adaptations

In addition to consulting the student's IEP, adaptations may include but are not limited to the following suggestions.

- Some students may need help locating and recording information.
- Provide a template or an outline of a report. Reinforce examples of the correct way to create various resources by revisiting the chart which was created in Subtask 3 and student recording sheets.

Resources

BLM 4.2 The Four Stages of Research	BLM_4.2_ResearchCycle.cwk
BLM 4.3 Research Organizer	BLM_4.3_ResearchOrganizer.cwk
BLM 4.1 Peer Editing Checklist	BLM_4.1_PeerEditChklist.cwk

Notes to Teacher

There are opportunities in this subtask for students to demonstrate achievement in the Social Studies program. These expectations are listed under the Inquiry and Research heading in the curriculum document.

Monitor student progress throughout this task and provide guidance and support as needed.

Teacher Reflections

Description

Students learn how to create and deliver short effective oral and visual presentations. Students present the information from their research clearly and honestly with sensitivity to others.

Catholic Graduate Expectations
CGE 3b - Catholic Graduate Expectation - A Reflective and Creative Thinker: Creates, adapts, evaluates new ideas in light of the common good.
CGE 3c - Catholic Graduate Expectation - A Reflective and Creative Thinker: Thinks reflectively and creatively to evaluate situations and solve problems.

Expectations

5e27 • understand the vocabulary and language structures appropriate for this grade level;
5e45 A • communicate information, explain a variety of ideas and procedures, and follow the teacher's instructions;
5e48 A • express and respond to ideas and opinions concisely, clearly, and appropriately;

Groupings
Students Working Individually

Teaching / Learning Strategies
Media Presentation
Oral Presentation

Assessment
Use the Oral Presentations checklist BLM 5.3 to provide students with formative assessment on their presentation.

Assessment Strategies
Classroom Presentation

Assessment Recording Devices
Checklist

Teaching / Learning

1. Teachers remind students that their culminating task (proposal) requires a research report and presentation.

2. Students use their research report from Subtask 4 which has been reviewed by the teacher.

3. Teachers teach/review the steps used when preparing an effective oral and visual presentation. Please note: If students are going to incorporate technology into their presentations (overhead projectors, opaque projectors, cameras, tape recorders), teachers must ensure that the equipment is available and students are familiar with the use of the equipment.

4. Teachers could use the following plan for preparing an effective oral and visual presentation. Review the steps, using many examples, with students.

5. **Presentation Planning**
Remind students that this is one way to prepare a presentation. There are many other effective presentation organizers.

Step one: Preparing an Exciting Introduction
Teachers explain to students how to prepare an exciting introduction. Writing an introduction helps students think about what they want to say and how they are going to say it. In their introductions, it is suggested that

they consider one or more of the following:
a) use a famous quote;
b) ask an interesting question;
c) tell a short story;
d) refer to a recent incident.

The introduction can be written on a sheet of paper or on index cards. Students might find it helpful to write the introduction (and conclusion) out word for word.

Have students prepare an introduction for their cause of world hunger report and share several examples with the class. Discuss the effectiveness of the introductions.

Step two: Preparing an Outline
Teachers review with students how to write an outline using BLM 5.1. It is important to complete an outline because during their oral and visual presentations students should not read directly from their research report. This outline can be written on a sheet of paper (see BLM 5.1) or on index cards. Students should only use point form to remind them of what they want to say.

Have students prepare an outline for their "causes of world hunger" paper.

Step three: Preparing a Conclusion
The presentation should conclude with a closing sentence. The sentence should sum up what was presented in the outline.

Have students prepare a conclusion for their causes of world hunger paper.

Step four: Practising the Delivery
Hand out BLM 5.2 to students. This contains a list of skills students can use to improve the delivery of their presentation. They can also refer to BLM 1.1 Tips for Presentations.

Have students practise their presentation. They can present to a partner, the teacher, or family members and ask for feedback.

Step five: Presentation
After practising the delivery, students should be ready to present to the class. This presentation is repeated to a member of the school community (teacher, administrator, member of school council) later in the unit.

Adaptations

In addition to consulting the student's IEP, adaptations may include but are not limited to the following suggestions.

- Students can work with a partner for this subtask. Provide ample time for rehearsal.
- If using (a) school community member(s) later in the unit, a time schedule, and audience permission needs to be set up ahead of time.

Resources

BLM 5.2 Practising the Presentation (Delivery) BLM_5.2_PresentingDelivery.cwk

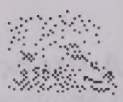
BLM 5.3 Oral Presentation Checklist	BLM_5.3_OralChecklist.cwk
BLM 5.1 How to Write an Outline	BLM_5.1_OutlineHowTo.cwk

Notes to Teacher

Presentations should be limited to two or three minutes per student.

Use of media for the presentation can be optional at this stage. If so, review using media (with the information from this subtask) early in the culminating task.

Teacher Reflections



A Proposal to Lessen World Hunger

Language A Unit for Grade 5

240 mins

Description

Students learn to write a proposal. The proposal is based on a plan to help alleviate world hunger. The plan should be able to be implemented in a local setting (classroom/school) with the possibility of a global implementation. The plan is to be created by children, for children. The proposal and its accompanying report on research findings may be presented, in written form, to an appropriate school community member (teacher, administrator, school council member) for feedback.

Catholic Graduate Expectations
CGE 5b - Catholic Graduate Expectation - A Collaborative Contributor: Thinks critically about the meaning and purpose of work.
CGE 5g - Catholic Graduate Expectation - A Collaborative Contributor: Achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others.
CGE 3b - Catholic Graduate Expectation - A Reflective and Creative Thinker: Creates, adapts, evaluates new ideas in light of the common good.

Expectations

5e1 A	• communicate ideas and information for a variety of purposes (e.g., to present and support a viewpoint) and to specific audiences (e.g., write a letter to a newspaper stating and justifying their position on an issue in the news);
5e9	• use and spell correctly the vocabulary appropriate for this grade level;

Groupings

Students Working As A Whole Class
Students Working In Pairs

Teaching / Learning Strategies

Assessment

The teacher and/or audience members assess the student proposal using the checklist BLM 6.1.

Assessment Strategies

Assessment Recording Devices

Checklist
Rubric

Teaching / Learning

1. Together, the teacher and students review the suggestions for helping alleviate world hunger which were generated in Subtask 2. Additional ideas are added.

2. The class and teacher discuss ways that these ideas could be developed into possible plans that could be implemented by their class or school, as well as by other children.

3. Students are directed to choose one of the plans which complements their research.

4. The teacher and students examine several exemplary proposals which the teacher has put on overheads. Responding to teacher-directed questioning, the class discovers the attributes of an exemplary proposal and creates a list of criteria to be used when developing a proposal. Examples of the criteria are:

To whom is the proposal going to be made?
Who will be in charge of the plan?
Who could help with the implementation of the plan? How could they help?
Is advertising required to solicit help or implement the plan?
Are there community agencies which could help with the plan?
Is the plan realistic/feasible?

Could other children in other parts of the city, country, world implement this plan?
Is there a cost factor in implementing the plan?
How will the proposal be acknowledged and feedback given?

5. Students brainstorm with their partner and develop the written proposal using the criteria as a guide.

6. The class forms groups of four (two sets of partners). In the groups, students share their proposals. Students use the criteria guide, created in strategy 4, and their previously learned editing skills to offer feedback to the proposers. This sharing can be done several times with different partners to enable students to get and give additional suggestions, corrections, and support.

7. The teacher edits the draft proposals and students complete the 'good copy.'

8. The teacher may wish to arrange for a school community member (teacher, administrator, parish priest, school council member) to hear the proposals and offer feedback to students (BLM 6.1). Then, the proposals are sent to the "Children Against Hunger" organization. Teachers may want to use an alternative feedback form BLM 6.2.

9. The teacher may wish to reply to students' proposals on behalf of the "Children Against Hunger" organization.

10. The class and teacher may vote on the feasibility of the proposals and select one to implement in their classroom and/or school.

Adaptations

Resources

Gr. 5 Culminating Task	
BLM 6.3 Celebrating Proposals	BLM_6.3_ProposalCelebration.cwk
BLM 6.1 Proposal Feedback Sheet	BLM_6.1_ProposalFeedback.cwk
BLM 6.2 Proposal Feedback Form	BLM_6.2_FeedbackChart.cwk

Notes to Teacher

A thank-you note to all audience members should be sent from the class.

Allow for large blocks of time when students are reading their proposals to audiences.

Give the audience members the Proposal Feedback Sheet ahead of time so that they may make meaningful comments to students.

Students may celebrate their learning at the end of the proposal making. Audience members may be included in this celebration. Conclude with a simple prayer celebration (BLM 6.3). The teacher needs to choose a student to be a reader for the first reading. The teacher photocopies the BLMs for each student so they are active participants in the prayer service. The songs may have to be practised a few times before the celebration so that all students are comfortable with the song. The teacher should consider any items or special decorations needed for the prayer service (e.g., a pitcher of water). The teacher should highlight the proposals so that the class understands the celebration of their work.

Teacher Reflections

Appendices

A Proposal to Lessen World Hunger

Language

Resource List:

Blackline Masters:

Rubrics:

Unit Expectation List and Expectation Summary:

A Proposal to Lessen World Hunger

Language A Unit for Grade 5

Rubric

- ☐ **Gr. 5 Culminating Task** ST 6
  2

Blackline Master / File

- ☐ **BLM 1.1 Reflection Questions** ST 1
  BLM_1.1_JournalQuestions_S.cwk
- ☐ **BLM 1.2 Memo from Children Against Hunger (sample)** ST 1
  BLM_1.2_AgainstHungerMemo.cwk
- ☐ **BLM 1.3 Children Against Hunger Organization** ST 1
  BLM_1.3_AgnstHungerOrgnizer.cwk
- ☐ **BLM 2.1 Tips for Presentations** ST 2
  BLM_2.1_PresentationTips.cwk
- ☐ **BLM 2.2 Peer Assessment** ST 2
  BLM_2.2_PeerRatingScale.cwk
- ☐ **BLM 2.3 Checklist** ST 2
  BLM_2.3_Checklist.cwk
- ☐ **BLM 3.1 Titles - Magazines** ST 3
  BLM_3.1_MagazineResearch.cwk
- ☐ **BLM 3.2 Using the Encyclopaedia** ST 3
  BLM_3.2_UseEncyclopedia.cwk
- ☐ **BLM 3.3 Using Guide Words** ST 3
  BLM_3.3_GuideWords.cwk
- ☐ **BLM 3.4 Fiction Books** ST 3
  BLM_3.4_FictionBooks.cwk
- ☐ **BLM 3.5 Dewey Books** ST 3
  BLM_3.5_DeweyDecimal.cwk
- ☐ **BLM 3.6 Internet Research** ST 3
  BLM_3.6_InternetResearch.cwk
- ☐ **BLM 4.1 Peer Editing Checklist** ST 4
  BLM_4.1_PeerEditChklist.cwk
- ☐ **BLM 4.2 The Four Stages of Research** ST 4
  BLM_4.2_ResearchCycle.cwk
- ☐ **BLM 4.3 Research Organizer** ST 4
  BLM_4.3_ResearchOrganizer.cwk
- ☐ **BLM 5.1 How to Write an Outline** ST 5
  BLM_5.1_OutlineHowTo.cwk
- ☐ **BLM 5.2 Practising the Presentation (Delivery)** ST 5
  BLM_5.2_PresentingDelivery.cwk
- ☐ **BLM 5.3 Oral Presentation Checklist** ST 5
  BLM_5.3_OralChecklist.cwk
- ☐ **BLM 6.1 Proposal Feedback Sheet** ST 6
  BLM_6.1_ProposalFeedback.cwk
- ☐ **BLM 6.2 Proposal Feedback Form** ST 6
  BLM_6.2_FeedbackChart.cwk
- ☐ **BLM 6.3 Celebrating Proposals** ST 6
  BLM_6.3_ProposalCelebration.cwk

Website

- ☐ **Ask Jeeves** Unit
  http://aj.com
- ☐ **Causes of World Hunger** Unit
  http://www.psrast.org/nowohu.htm.
  -Myths of hunger
  -Causes of hunger
- ☐ **Causes of World Hunger** ST 2
  http://www.psrast.org/nowohu.htm.
  -Myths of hunger
  -Causes of hunger
- ☐ **Feeding Minds, Fighting Hunger** Unit
  http://www.feedingminds.org/level1/pri_level.htm
  -Great explanation of the causes of hunger for children.
- ☐ **Feeding Minds, Fighting Hunger** ST 2
  http://www.feedingminds.org/level1/pri_level.htm
  -Great explanation of the causes of hunger for children.
- ☐ **Hunger Notes** Unit
  http://www.worldhunger.org/
  -Why are people hungry?
  -What you can do to help.
- ☐ **Hunger Notes** ST 2
  http://www.worldhunger.org/
  -Why are people hungry?
  -What you can do to help.
- ☐ **Introduction to Hunger** Unit
  http://www.brown.edu/Departments/World_Hunger_program/hungerweb/intro.html
  -Basic definitions hunger
  -Myths about hunger
- ☐ **Introduction to Hunger** ST 2
  http://www.brown.edu/Departments/World_Hunger_program/hungerweb/intro.html
  -Basic definitions hunger
  -Myths about hunger

BLM 1.1

Reflection Questions
(Journal Response)

1. How did you feel when you read this article? Explain your answer.

2. What ways (for fighting world hunger) did the article suggest?

3. What causes hunger? Support your answer with evidence from the article.

4. What do you think should be done to fight world hunger?

5. How can you personally help?

Memo from Children Against Hunger (sample)

To: Grade 5 students

From: President of Children Against Hunger

Subject: Creating proposals to help alleviate the problem of world hunger

We are requesting your assistance in helping us to find ways to address the problem of world hunger.

We need your ideas. We would like you to research one of the main causes of world hunger. Once you have identified a cause of hunger we would like you to determine how you and your classmates or you and your school could help us alleviate or address this concern. As Christians, you will be helping others and following in Jesus' footsteps.

We will need to see evidence of your research, with all of your resources acknowledged. You may wish to include visuals, models or illustrations in your proposal. We will need to see evidence that your proposal has been put forward to an appropriate local audience. If you can include a report of the feedback which you receive from your presentation, it would be greatly appreciated.

We, at Children Against Hunger, appreciate your assistance. We hope that your proposal will be able to be used by other children and/or school communities throughout the world. Remember that your teacher will be able to assist you with any problems that may arise.

I look forward to receiving your proposals in the near future.

Children Against Hunger Organization

The Children Against Hunger organization is looking for children to help fight hunger around the world. Students are needed to create proposals to address this issue. Proposals might address issues about improving crops, improving the quality of food, etc. You are free to propose anything that would help people globally fight the growing problem of hunger. Use the guidelines outlined below to assist you in creating a proposal.

Step One

Using research information create a proposal that addresses the issue of world hunger and provides ideas to alleviate the problem. For example, if you choose to research crop growth, think of a proposal you could make that would improve crop growth.

Step Two

If possible, draw a diagram that reflects the elements of your proposal. Label your diagram and provide a written explanation to accompany your diagram and complement your proposal.

Step Three

In step three you will complete a preliminary evaluation of your proposal. Another student in your class will also provide feedback about your proposal.

Step Four

In step four you will be asked to create an oral and visual presentation to the class to present your proposal. You will have to create a visual aid to go along with your presentation using a form of media.

Tips for Presentations

1. Choose your topic
Choose a topic that interests you or something that you want to learn more about.

2. Gather information
Use magazines, encyclopaedias, books, people, and the Internet to gather information about your topic.

3. Introduction
When you introduce your topic, be sure to keep your audience interested by starting off with an exciting opening such as a question or quotation.

4. Outline
Write an outline of what you want to present on cue cards. You will be able to glance at the cue cards when you are presenting. This will prevent you from reading your presentation to the class.

5. Practise, practise, practise
Practise makes perfect! Practise your presentation in front of another student and ask for feedback.

6. Presenting
Be sure to:

- look at your audience
- speak loudly and slowly
- only glance at your cue cards occasionally (do not read the presentation)
- avoid using ums and ahs
- stand tall on two feet - do not lean or sway
- use your face, body, and voice to add expression

BLM 2.2

Peer Assessment

Student Name: _____

Group: _____

Circle a number in each category and add constructive comments in the provided space.

1-Improvement Required 2-Fair 3-Good 4-Excellent

Delivery Technique:

Facial Expression (Did students look relaxed and confident to present?):	1 2 3 4
Vocal Expression (Did students use appropriate pitch, tone, and volume?):	1 2 3 4
Grammar and Word Usage (Did students avoid "you know," "um," or "ah?"):	1 2 3 4
Eye Contact (Did students look at the audience?):	1 2 3 4
Bodily Action and Gestures (Did students avoid swaying and fidgeting?)	1 2 3 4

Organization and Content:

Introduction (Was it interesting?)	1 2 3 4
Body (Did they stay on topic and give a good explanation?):	1 2 3 4
Conclusion (Did they allow you the opportunity to ask questions? Are you clear on everything that was presented?):	1 2 3 4

Comments:

Checklist

BLM 2.3

Student Name:

	¥ identifies main points and stays on topic;	¥ communicates various types of messages, explains some ideas and procedures;	¥ uses the vocabulary and language structures appropriate for this grade level;	¥ contributes and works constructively in groups;

Titles - Magazines

When writing a research paper you must write down information about the magazines that you use.

Follow this pattern:

Author's surname, Initials. "Title of Article." Title of Magazine (underline) Date of issue. (Day, Month, Year)

Find five articles you think are interesting. List them on the lines below. Follow the pattern to correctly identify them as references or work cited.

1. _____
   _____
2. _____
   _____
3. _____
   _____
4. _____
   _____
5. _____
   _____

Using the Encyclopaedia

In an encyclopaedia, you will find information about many things in the world. The information is in a number of volumes. There is usually a separate volume for each letter of the alphabet.

Match the encyclopaedia volume on the right with the subjects on the left.

Encyclopaedia Volume	Subjects
1. Volume W	pacemaker
2. Volume L	wheel chair
3. Volume I	insulin
4. Volume P	life jacket
5. Volume T	light bulb
6. Volume R	telephone

A work cited from an encyclopaedia would look like this:

"Title of Article." Title of Encyclopaedia (underline). Date.

Using Guide Words

In encyclopaedias you will find guide word at the top of the page. The guide word on the left side of the page tells you the first word on each page. The guide word on the right side tells you the last word on the page. All other words on the page will be between the guide words in alphabetical order.

Look at the guide words on this page. On the lines below write words or topics that might be found on the page of the encyclopaedia having these guide words. Write the words that belong on the lines in alphabetical order.

baseball **butter**

baseball

1. _____

2. _____

3. _____

4. _____

5. _____

butter

Fiction Books

Fictions books are stories that are created by the author. There are many types (genres) of fiction books: adventure, fantasy, science-fiction, romance and others.

Fiction books are arranged on the shelves of a library in alphabetical order of the author's last name.

Fiction books are cited in the following manner:

Author's Surname, Initials. Title of book (underline). City: Publisher, Date.

Find five fiction books on the library shelves and show how they would be cited.

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

5 _____

_____

Dewey Books

Non-fiction books are books that are information based, factual as well as true stories. These books are organized in the library by a number system called the Dewey Decimal System. The Dewey Decimal System puts all books into groups by numbers.

The Dewey Decimal System

000-099	General Works (encyclopaedias, etc.)
100-199	Philosophy (personality, psychology, etc.)
200-299	Religion (mythology, religions, etc.)
300-399	Social Science (law, education, government, etc)
400-499	Language (languages, dictionaries, etc.)
500-599	Pure Science (math, biology, space, etc.)
600-699	Applied Science and Useful Arts (business, radio, farming, cooking, etc.)
700-799	Fine Arts (music, sports, painting, etc.)
800-899	Literature (poetry, plays, etc.)
900-999	History (travel, biography, geography, etc.)

What Dewey Decimal numbers would be on books about these subjects?

1. radio 600-699
2. law _____
3. personality _____
4. space _____
5. travel _____
6. poetry _____
7. religion _____
8. language _____
9. math _____
10. plays _____

Internet Research

Students may use the following search engines to gather information when completing research.

**** As with all usage of the Internet, teachers should insure that students and parents have signed an acceptable use policy (A.U.P). Teachers must also closely monitor students whenever they use the Internet. ****

Possible search engines:

- **www.ajkids.com (* highly recommended)**
- **www.yahookids.com**

- www.altavista.com
- www.excite.com
- www.dogpile.com
- www.hotbot.com
- www.infoseek.com
- www.lycos.com
- www.webcrawler.com
- www.yahoo.com
- www.askjeeves.com

If your resource is an Internet site, follow this pattern:

Name of Website. Home Page Name. Date. URL<web address>

Find two websites about an invention and show how each would be cited.

_____

_____

_____

_____

Peer Editing Checklist

Name_____ Project_____

Peer Editor_____ Date_____

Use this to check your partner's report carefully.

Yes/ No	
	Ideas are presented clearly.
	The report told me a lot about the topic.
	The information was organized into good paragraphs.
	The report has complete sentences.
	The report uses correct spelling.
	Capital letters are used where they are needed.
	Each sentence ends with proper punctuation.

Comments

The Four Stages of Research

Stage 1: Prepare for Research
These are your actions: Define, Explore, Identify, Relate.

Understand your assignment.
Brainstorm. List topic ideas.
Select a topic for further research.
What do you already know about your topic?
Create inquiry questions you want to answer.
Divide your topic into smaller parts.
Build a research framework or graphic organizer.
List keywords for searches.
Record due dates for your assignment.
Conference with your teacher.
Discuss your research plans with your family.

Stage 2: Access Resources
These are your actions: Locate, Select, Gather, Collaborate.

Use your keyword list for searching.
Use a variety of different resources.
Use the computer as a tool.
Choose the best and most suitable resources.
Collaborate with others to share findings.
Record resources on a tracking chart.

Stage 3: Process Information
These are your actions: Analyse and Evaluate, Test, Sort, Synthesize.

Record only the information that answers your questions.
Use point form notes, diagrams, charts, or sketches.
Record resources you use on a tracking chart or source sheet.
Have you answered your questions, or do you need to find more information?
Do you need to revise your research questions?
Record the information in your own words.
Use quotation marks for phrases and sentences taken right from the resource.

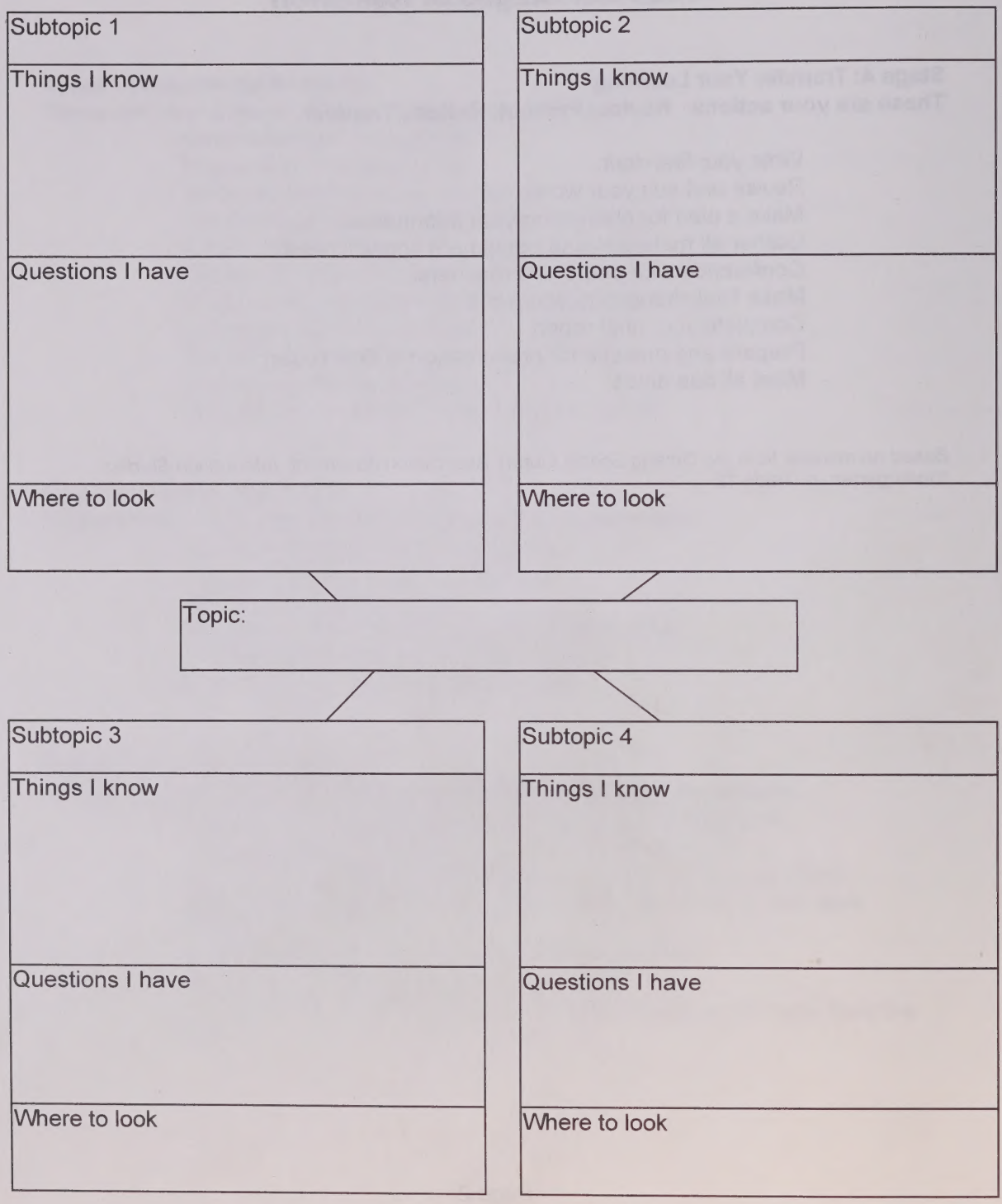
The Four Stages of Research

Stage 4: Transfer Your Learning
These are your actions: Revise, Present, Reflect, Transfer.

Write your first draft.
Revise and edit your work.
Make a plan for presenting your information.
Gather all materials and equipment you will need.
Conference with peers and teachers.
Make final changes to your work.
Complete your final report.
Prepare and practise for presentation of final report.
Meet all due dates.

Based on material from the Ontario School Library Association document *Information Studies Kindergarten to Grade 12*

Research Organizer



How to Write an Outline

I. Introduction

II. Body

A. Supporting Detail

B. Supporting Detail

C. Supporting Detail

III. Conclusion

Practising the Presentation (Delivery)

You should practise your presentation several times before presenting to your teachers and classmates. Here are a few pointers:

- Practise in front of a mirror. You will be able to listen to yourself and observe yourself.
- Practise in front of an audience. Someone might have some pointers for you and can provide you with encouragement.
- Practise with a partner. Ask him/her to give you feedback on the presentation and suggestions for improving it.
- If you have access to a video recorder, videotape yourself so you can actually see yourself presenting. You will be able to make sure that you are not reading your presentation and that you are making eye contact with your audience. You will also note your volume, speed, and gestures.

Oral Presentation Checklist

BLM
5.3

Names	**resentation** introduction was interesting	ideas were presented in a sequential, ogical manner	conclusion summarized the key points	**Delivery Style** - eye contact was made with the audience	- appropriate body actions and gestures were made	- appropriate voice (pitch, tone, and volume) was used	- colloquial expressions were avoided (you know, um, ah)	**Media Use (Optional)** - media was used effectively

Proposal Feedback Sheet

Partners
Student Name:
Student Name:

Please check the Yes or No column and fill in the Comment Section using the following criteria.

The proposal was clearly developed. Yes___ No___
Comment:

All requirements were included in the proposal. Yes___ No___
Comment:

The proposal could be implemented in a class or school. Yes___ No___
Comment:

The proposal could be implemented in a global setting. Yes___ No___
Comment:

Overall
Suggestions/Comments from the Audience Member:

Signature of Audience Member(s):

Proposal Feedback Form

BLM 6.2

Name: _____

	Student Comments	Peer Comments	Teacher Comments
Organization 1. Was the presentation well organized?			
Use of media 2. Were visual media used successfully?			
Common good 3. Would the proposal help the "common good"?			
Preparation 4. Was there enough material?			

Parent Comments:

Parent's Signature: _____

Celebrating Proposals

Materials:

- cloth
- Crucifix
- pitcher of water
- Bible
- inventions placed around prayer table

Introductory Rite

The students gather around the prayer table for greeting and welcome.

Welcome to our celebration. We gather today to recognize and celebrate the proposals created by our class. We have imagined a way to make a difference with our proposals and our concern for others.

Gathering Song:

Song of the Earth
(from We Belong to the Lord Jesus - Grade Two Religion Program)

Light a candle to remind us that we are in the presence of God and we acknowledge these inventions on display.

Opening Prayer

**Blessed are you, Lord God,
ruler of all creation:
you know our hearts and our plans,
and guide all that we do for your glory.
Grant that this project will be for your honor
and for the benefit of all your people.**

**We ask this, Father,
in the name of Jesus your Son.**

All answer *Amen!*
(from Book of Blessings, CCCB, Concacan Inc., 1981)

Celebrating Proposals

Liturgy of the Word

A reading from Genesis (1:27 - 31)

So God created man in his own image,
in the image of God he created him;
male and female he created them.

God blessed them and said to them, "Be fruitful and increase in number; fill the earth and subdue it. Rule over the fish of the sea and the birds of the air and over every living creature that moves on the ground."
Then God said, "I give you every seed-bearing plant on the face of the whole earth and every tree that has fruit with seed in it. They will be yours for food. And to all the beasts of the earth and all the birds of the air and all the creatures that move on the ground - everything that has the breath of life in it - I give every green plant for food." And it was so.
God saw all that he had made, and it was very good. And there was evening, and there was morning - the sixth day.

The Word of the Lord

Thanks Be to God

Prayers of the Faithful
Response: **Lord Hear Our Prayer**

We pray for the earth that has been entrusted to our care. May we all be Stewards of its care. We pray to the Lord.

We pray for world leaders and people in positions of authority that they look out for the poor and the needy. We pray to the Lord.

We pray for people who do not have enough to eat and people who have more than enough to eat. We pray to the Lord.

We pray for all of us who have been given so much so that we can learn to share what we have. We pray to the Lord.

Celebrating Proposals

Ritual Action

A students goes forward to the table, takes the pitcher of water, and pours it over another student's hand. One student can read:

Water quenches, refreshes, purifies, and remind us of our Baptism. We celebrate this life-giving water and our hopes that we can help to preserve it and keep it clean and safe for generations to come.

Concluding Rite

Closing Prayer

Lord, continue to strengthen us to be people of justice and compassion. Strengthen us to be messengers of peace and to learn to grow in love as you love us. May God the Father, Son, and the Holy Spirit continue to bless us as we continue to be builders of God on earth.

Closing Gesture

Let us offer each other a sign of peace and make this a time of reconciliation for each other.

(During the sign of peace, students can respond to each other: "May God bless you and fill you with His peace")

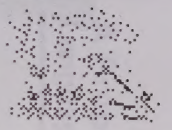
Closing Song

People of Peace
(from May We Be One - Grade 5 Religion Program)

Student Name:_____
Date:_____

Gr. 5 Culminating Task

for use with Subtask 6 : Culminating Task/Celebration
from the Grade 5 Unit: **A Proposal to Lessen World Hunger**



Expectations for this Subtask to Assess with this Rubric:

5e1 • communicate ideas and information for a variety of purposes (e.g., to present and support a viewpoint) and to specific audiences (e.g., write a letter to a newspaper stating and justifying their position on an issue in the news);

5e6 • produce media texts using writing and materials from other media (e.g., an advertisement for radio or television);

5e53 • create a variety of media works;

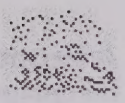
5e54 • use the conventions (e.g., sentence structure) of oral language, and of the various media, that are appropriate to the grade (see below).

5e56 – use appropriate words and structures in discussions or classroom presentations;

Category/Criteria	Level 1	Level 2	Level 3	Level 4
Reasoning **An explained connection between their invention and solving the problem of world hunger.**	- a limited connection between invention and world hunger with little explanation of the connection	- some connection between the invention and world hunger with some explanation of the connection	- clear connection between the invention and world hunger with a good explanation of the connection	- extensive connection between the invention and world hunger with a small explanation of the connection
Organization **Connections between structures of the presentation (introduction, body and conclusion)**	- limited connection between structures of the presentation	- some connection between structures of the presentation	- effective connection between structures of the presentation	- concise and effective connection between structures of the presentation
Application **Delivery style, correct word use, clear voice, eye contact**	- limited delivery style	- emerging delivery style	- good delivery style	- polished delivery style
Reasoning **Visual/ media support the advertisement promotes the invention**	- limited honest (ethical) connection between ad and the invention	- somewhat honest (ethical) connection between ad and the invention	- good, honest (ethical) connection between ad and the invention	- strong, honest (ethical) connection between ad and the invention

A Proposal to Lessen World Hunger

Language A Unit for Grade 5



		Selected	Assessed
English Language---Writing			
☐ 5e1	• communicate ideas and information for a variety of purposes (e.g., to present and support a viewpoint) and to specific audiences (e.g., write a letter to a newspaper stating and justifying their position on an issue in the news);	1	1
☐ 5e2	• use writing for various purposes and in a range of contexts, including school work (e.g., to summarize information from materials they have read, to reflect on their thoughts, feelings, and imaginings);		1
☐ 5e9	• use and spell correctly the vocabulary appropriate for this grade level;	1	
English Language---Reading			
☐ 5e22	• read a variety of fiction and non-fiction materials (e.g., novels, short stories, biographies, editorials) for different purposes;		2
☐ 5e25	• explain their interpretation of a written work, supporting it with evidence from the work and from their own knowledge and experience;		1
☐ 5e26	• decide on a specific purpose for reading, and select the material that they need from a variety of appropriate sources;		2
☐ 5e27	• understand the vocabulary and language structures appropriate for this grade level;	1	1
☐ 5e31	– make judgements and draw conclusions about the content in written materials, using evidence from the materials;		1
English Language---Oral and Visual Communication			
☐ 5e45	• communicate information, explain a variety of ideas and procedures, and follow the teacher's instructions;		2
☐ 5e48	• express and respond to ideas and opinions concisely, clearly, and appropriately;		1
☐ 5e49	• contribute and work constructively in groups;		1
☐ 5e50	• demonstrate the ability to concentrate by identifying main points and staying on topic;		1

Expectation Summary

Selected Assessed

A Proposal to Lessen World Hunger

Language A Unit for Grade 5

English Language

5e1 1 1	5e2 1	5e3	5e4	5e5	5e6	5e7	5e8	5e9 1	5e10
5e11	5e12	5e13	5e14	5e15	5e16	5e17	5e18	5e19	5e20
5e21	5e22 2	5e23	5e24	5e25 1	5e26 2	5e27 1 1	5e28	5e29	5e30
5e31 1	5e32	5e33	5e34	5e35	5e36	5e37	5e38	5e39	5e40
5e41	5e42	5e43	5e44	5e45 2	5e46	5e47	5e48 1	5e49 1	5e50 1
5e51	5e52	5e53	5e54	5e55	5e56	5e57	5e58	5e59	5e60
5e61	5e62	5e63	5e64	5e65	5e66				

French as a Second Language

5f1	5f2	5f3	5f4	5f5	5f6	5f7	5f8	5f9	5f10
5f11	5f12	5f13	5f14	5f15	5f16	5f17	5f18		

Mathematics

5m1	5m2	5m3	5m4	5m5	5m6	5m7	5m8	5m9	5m10
5m11	5m12	5m13	5m14	5m15	5m16	5m17	5m18	5m19	5m20
5m21	5m22	5m23	5m24	5m25	5m26	5m27	5m28	5m29	5m30
5m31	5m32	5m33	5m34	5m35	5m36	5m37	5m38	5m39	5m40
5m41	5m42	5m43	5m44	5m45	5m46	5m47	5m48	5m49	5m50
5m51	5m52	5m53	5m54	5m55	5m56	5m57	5m58	5m59	5m60
5m61	5m62	5m63	5m64	5m65	5m66	5m67	5m68	5m69	5m70
5m71	5m72	5m73	5m74	5m75	5m76	5m77	5m78	5m79	5m80
5m81	5m82	5m83	5m84	5m85	5m86	5m87	5m88	5m89	5m90
5m91	5m92	5m93	5m94	5m95	5m96	5m97	5m98	5m99	5m100
5m101	5m102	5m103	5m104	5m105	5m106	5m107	5m108	5m109	5m110
5m111	5m112	5m113	5m114	5m115	5m116	5m117	5m118	5m119	5m120
5m121	5m122	5m123	5m124						

Science and Technology

5s1	5s2	5s3	5s4	5s5	5s6	5s7	5s8	5s9	5s10
5s11	5s12	5s13	5s14	5s15	5s16	5s17	5s18	5s19	5s20
5s21	5s22	5s23	5s24	5s25	5s26	5s27	5s28	5s29	5s30
5s31	5s32	5s33	5s34	5s35	5s36	5s37	5s38	5s39	5s40
5s41	5s42	5s43	5s44	5s45	5s46	5s47	5s48	5s49	5s50
5s51	5s52	5s53	5s54	5s55	5s56	5s57	5s58	5s59	5s60
5s61	5s62	5s63	5s64	5s65	5s66	5s67	5s68	5s69	5s70
5s71	5s72	5s73	5s74	5s75	5s76	5s77	5s78	5s79	5s80
5s81	5s82	5s83	5s84	5s85	5s86	5s87	5s88	5s89	5s90
5s91	5s92	5s93	5s94	5s95	5s96	5s97	5s98	5s99	5s100
5s101	5s102	5s103	5s104	5s105	5s106	5s107	5s108	5s109	5s110
5s111	5s112	5s113	5s114	5s115	5s116	5s117	5s118	5s119	5s120
5s121	5s122	5s123	5s124	5s125	5s126	5s127	5s128		

Social Studies

5z1	5z2	5z3	5z4	5z5	5z6	5z7	5z8	5z9	5z10
5z11	5z12	5z13	5z14	5z15	5z16	5z17	5z18	5z19	5z20
5z21	5z22	5z23	5z24	5z25	5z26	5z27	5z28	5z29	5z30
5z31	5z32	5z33	5z34	5z35	5z36	5z37	5z38	5z39	5z40
5z41	5z42	5z43	5z44	5z45	5z46	5z47	5z48		

Health & Physical Education

5p1	5p2	5p3	5p4	5p5	5p6	5p7	5p8	5p9	5p10
5p11	5p12	5p13	5p14	5p15	5p16	5p17	5p18	5p19	5p20
5p21	5p22	5p23	5p24	5p25	5p26	5p27	5p28	5p29	5p30
5p31	5p32	5p33	5p34	5p35	5p36	5p37	5p38	5p39	5p40

The Arts

5a1	5a2	5a3	5a4	5a5	5a6	5a7	5a8	5a9	5a10
5a11	5a12	5a13	5a14	5a15	5a16	5a17	5a18	5a19	5a20
5a21	5a22	5a23	5a24	5a25	5a26	5a27	5a28	5a29	5a30
5a31	5a32	5a33	5a34	5a35	5a36	5a37	5a38	5a39	5a40
5a41	5a42	5a43	5a44	5a45	5a46	5a47	5a48	5a49	5a50
5a51	5a52	5a53	5a54	5a55	5a56	5a57	5a58	5a59	5a60
5a61	5a62	5a63	5a64	5a65	5a66	5a67	5a68	5a69	

A Proposal to Lessen World Hunger

Language A Unit for Grade 5

Analysis Of Unit Components

6 Subtasks
17 Expectations
31 Resources
31 Strategies & Groupings

-- Unique Expectations --
12 Language Expectations

Resource Types

1 Rubrics
21 Blackline Masters
0 Licensed Software
0 Print Resources
0 Media Resources
9 Websites
0 Material Resources
0 Equipment / Manipulatives
0 Sample Graphics
0 Other Resources
0 Parent / Community
0 Companion Bookmarks

Groupings

4 Students Working As A Whole Class
1 Students Working In Pairs
1 Students Working In Small Groups
3 Students Working Individually

Assessment Recording Devices

2 Anecdotal Record
4 Checklist
1 Rubric

Teaching / Learning Strategies

1 Brainstorming
1 Discussion
1 Guided Exploration
1 Media Presentation
2 Oral Presentation
1 Report
1 Research Process
1 Response Journal
1 Writing Process

Assessment Strategies

2 Classroom Presentation
3 Observation